School Curriculum and Standards Authority

6

Year 6
Curriculum Content

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Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Contents

Introduction

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background. Curriculum in each year is mandated and is what teachers use to develop their teaching and learning programs and from where assessment is drawn.

Parents are encouraged to contact teachers if they have questions about the curriculum in any one year.

Year 6 curriculum content

The *Western Australian Curriculum and Assessment Outline*:

- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- is mandated for all Western Australian students
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.

The *Outline* for Year 6 includes:

- guiding principles of teaching, learning and assessment
- the Year 6 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts content, including the general capabilities and cross-curriculum priorities
- the Year 6 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts achievement standards
- student diversity materials.

Learning areas and subjects

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 6. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 6. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

English

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

English provides opportunities for students to develop a sound grasp of spoken, written and visual language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas.

In Year 6, students use spoken, written and visual communication to interact with audiences for particular purposes. The ability of students to work collaboratively and to develop their interaction skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse and evaluate the texts they engage with. In Year 6, students learn about the uses of subjective and objective language across a range of texts and identify bias. They learn how literary devices create meaning and effect, and how authors adapt structures and language devices for effect.

Students engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. The range of texts includes imaginative and informative picture books; various types of stories; novels; poetry; dramatic performance; conversations and discussions; non-fiction texts; and media, online and digital texts created for a range of purposes. The features of these texts may be used by students as models for creating their own texts. Texts that support and extend students as independent readers include:

- literary texts that may include complex sequences, such as shifts in time, and a range of less predictable characters, and may explore themes of interpersonal relationships and ethical dilemmas
- texts that enable students to actively build literal and inferred meaning, and connect and compare content
- texts with structures which may include chapters, headings and subheadings, table of contents, indexes and glossaries
- texts with language features, such as complex sentences, unfamiliar technical vocabulary, figurative and idiomatic language, and information presented in various types of images and graphics
- texts that may support students' understanding of authors' styles
- informative texts that may include technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum.

Students create a range of spoken, written, visual and multimodal texts whose purpose may be imaginative, informative and persuasive. These may include narratives, dramatic performances or texts, spoken texts, reports, reviews, poetry, persuasive discussions and/or explanations for particular purposes and audiences. Students make choices about texts according to their interests.

Content descriptions

Language

Language for interacting with others

- Understand that language varies as levels of formality and social distance increase
- Understand the uses of objective and subjective language, and identify bias

Text structure, organisation and features

- Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features
- Understand that cohesion can be created by the intentional use of repetition, and the use of word associations

Language for expressing and developing ideas

- Understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas
- Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups
- Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning
- Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole
- Understand how to use a comma for lists, to separate a dependent clause from an independent clause, and in dialogue

Phonic and word knowledge

- Use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words
- Use knowledge of known words, word origins, including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words, including technical words

Literature

Literature and contexts

- Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors

Engaging with and responding to literature

- Identify similarities and differences in literary texts on similar topics, themes or plots

Examining literature

- Identify and explain characteristics that define an author's individual style
- Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry

Creating literature

- Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices

Literacy

Texts in context

- Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created

Interacting with others

- Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions

Analysing, interpreting and evaluating

- Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences
- Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; such as a table of contents, glossary, chapters, headings and subheadings
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources

Creating texts

- Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features
- Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features
- Develop a handwriting style that is legible, fluent and automatic and varies according to purpose and audience
- Select and use features of digital tools to create or add to texts for a purpose and audience

Health and Physical Education

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Health and Physical Education provides opportunities for the development of students' ability to work collaboratively and to develop their social skills by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

In Year 6, students focus on skills aimed at establishing and managing positive relationships, such as cooperation and active listening. They are provided with opportunities to develop skills in accessing credible information and continue to explore ways they can manage negative health influences and pursue a healthy lifestyle.

Students refine, consolidate and develop greater proficiency across a range of skills, strategies and tactics in game situations and movement challenges. They focus on improving skill selection and awareness of body position in relation to objects, other people and space, in offensive and defensive contexts. Students develop interpersonal skills that support them to adopt different roles and responsibilities and learn to deal with conflicts and disagreements.

Content descriptions

Personal, social and community health

Personal identity and change

- Ways that positive self-identities can develop and change over time
- Strategies and resources to understand and manage the physical, mental/emotional, and social changes and transitions associated with puberty

Staying safe

- Protective behaviours and help-seeking strategies that can be used when students feel unsafe online
- Strategies that promote safety
- Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed

Healthy and active communities

- Strategies that promote a safe, healthy lifestyle
- Criteria that can be applied to sources of information, including online, to assess their credibility
- Actions that promote and maintain community health, safety and wellbeing

Interacting with others

- Skills to establish and manage positive relationships
- Situations in which emotions can influence decision-making:
  - in peer groups
  - with friends
  - with family

Movement and physical activity

Movement skills

- Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control
- Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer
- Strategies and tactics to achieve an offensive or defensive outcome or goal
- Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes

Understanding movement

- Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing
- Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest

Interpersonal skills

- Interpersonal skills in physical activities

Humanities and Social Sciences

Year level description

In Year 6, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue building on their understanding of the concepts of justice, rights and responsibilities, and the Westminster system. They investigate Australia's democratic system of government, including state/territory and federal parliaments, and the court system. Students examine Australian citizenship, and reflect on the rights and responsibilities that being a citizen entails.

Students further develop their understanding of economics and business concepts, such as scarcity and making choices, as they explore the ways resources are allocated to meet needs and wants in their community. They consider the effect of consumer and financial decisions on individuals, the community and the environment. Students focus on community or regional issues, with opportunities for concepts to also be considered in national or global contexts where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students inquire into the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected, including a study of the world's cultural, economic, demographic and social diversity. The development of the students' mental map of the world is extended through a study of the location of countries in the Asia region.

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of the development of Australia as a nation, particularly after 1900; the factors that led to Federation; and how Australian society changed throughout the 20th century.

Content descriptions

Civics and Citizenship

Knowledge and understanding

Australia's system of government and citizenship

- The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts
- The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia's federal system
- How laws are initiated and passed through the federal parliament
- Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship

Economics and Business

Knowledge and understanding

Trade-offs and impacts of consumer and financial decisions

- Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity)
- Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or graze cattle)
- The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers' market or a supermarket chain) and the environment (e.g. pollution, waste)
- Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue

Geography

Knowledge and understanding

A diverse and connected world

- The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region
- Differences in the economic characteristics (e.g. per capita income, energy consumption), demographic characteristics (e.g. population size, density) and social characteristics (e.g. life expectancy, education) of a selection of countries across the world
- The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia
- Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places

History

Knowledge and understanding

Australia as a nation

- Key figures (e.g. Henry Parkes, Edmund Barton, George Reid, John Quick), ideas and events (e.g. the Tenterfield Oration, the Corowa Conference, the referendums) that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government (e.g. Magna Carta, federalism, constitutional monarchy, the Westminster system, the Houses of Parliament)
- Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal and/or Torres Strait Islander Peoples, migrants, women, and children
- Stories of groups of people who migrated to Australia (including from one Asian country), the reasons they migrated (e.g. push-pull factors) and their contributions to society

Humanities and social sciences skills

Questioning and researching

- Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map)
- Develop and refine a range of questions required to plan an inquiry
- Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)
- Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)
- Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews)

Analysing

- Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)
- Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)
- Translate collected information and/or data in a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)

Evaluating

- Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)
- Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)

Communicating and reflecting

- Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts
- Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them)

Mathematics

Year level description

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations
- **fluency** includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units and interpreting timetables
- **problem-solving** includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays and finding the size of unknown angles
- **reasoning** includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another and explaining why the actual results of chance experiments may differ from expected results.

Content Descriptions

Number and algebra

Number and place value

- Identify and describe properties of prime, composite, square and triangular numbers
- Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers
- Investigate everyday situations that use integers. Locate and represent these numbers on a number line

Fractions and decimals

- Compare fractions with related denominators and locate and represent them on a number line
- Solve problems involving addition and subtraction of fractions with the same or related denominators
- Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies
- Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers
- Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies
- Multiply and divide decimals by powers of 10
- Make connections between equivalent fractions, decimals and percentages

Money and financial mathematics

- Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies

Patterns and algebra

- Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence
- Explore the use of brackets and order of operations to write number sentences

Measurement and geometry

Using units of measurement

- Connect decimal representations to the metric system
- Convert between common metric units of length, mass and capacity
- Solve problems involving the comparison of lengths and areas using appropriate units
- Connect volume and capacity and their units of measurement
- Interpret and use timetables

Shape

- Construct simple prisms and pyramids

Location and transformation

- Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies
- Introduce the Cartesian coordinate system using all four quadrants

Geometric reasoning

- Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles

Statistics and probability

Chance

- Describe probabilities using fractions, decimals and percentages
- Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies
- Compare observed frequencies across experiments with expected frequencies

Data representation and interpretation

- Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables
- Interpret secondary data presented in digital media and elsewhere

Science

Year level description

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

In Year 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly, they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and the value of accuracy in these measurements. They learn how to look for patterns and to use these to identify and explain relationships by drawing on evidence.

Content descriptions

Science understanding

Biological Sciences

- The growth and survival of living things are affected by the physical conditions of their environment

Chemical Sciences

- Changes to materials can be reversible or irreversible

Earth and Space Sciences

- Sudden geological changes or extreme weather conditions can affect Earth's surface

Physical Sciences

- Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources

Science as a human endeavour

Nature and development of science

- Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions

Use and influence of science

- Scientific knowledge is used to solve problems and inform personal and community decisions

Science inquiry skills

Questioning and predicting

- With guidance, pose clarifying questions and make predictions about scientific investigations

Planning and conducting

- Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks
- Decide variables to be changed and measured in fair tests, and observe, measure and record data, with accuracy using digital technologies as appropriate

Processing and analysing data and information

- Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate
- Compare data with predictions and use as evidence in developing explanations

Evaluating

- Reflect on and suggest improvements scientific investigations

Communicating

- Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts

Technologies

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 5. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

Design and Technologies

Year level description

Learning in Design and Technologies builds on the range of concepts, skills and processes developed in previous years.

In Year 6, students have opportunities to learn about technologies in society through different technology contexts as they create solutions in at least one of the following technologies contexts: Engineering principles and systems; Food and fibre production; Food specialisations; and Materials and technologies specialisations. Students are provided with opportunities to produce products and develop an understanding that designs for services and environments meet community needs.

Students have the opportunity to begin to critically examine technologies, including materials, systems, components, tools and equipment that are used regularly in the home and wider community. They explore and begin to consider ethical points of view, social impact and environmentally sustainable factors when developing design solutions. Students examine why and for whom technologies are developed.

Students have opportunities to engage with ideas beyond the familiar, exploring how people working in a range of technologies contexts contribute to society. They continue to build on design capabilities through broadening their own design ideas used in solutions. Students have opportunities to explore trends and data to predict what the future will be like, and suggest design decisions that contribute positively to preferred futures.

Using technologies to suit the purpose, students explore how to represent objects and ideas in a variety of forms to communicate the development of designed solutions. They use a range of preferred techniques to illustrate how products function.

Content descriptions

Knowledge and understanding

Technologies and society

- How people address competing considerations, including sustainability when designing products, services and environments for current and future use

In Year 6, students have opportunities to learn about technologies in society through different technology contexts as they create solutions in **at least one** of the following technologies contexts.

Technologies contexts

Engineering principles and systems

- Electrical energy and forces can control movement, sound or light in a product or system

Food and fibre production

- Past performance, and current and future needs are considered when designing sustainable food and fibre systems for products

Food Specialisations

- Principles of food preparation for healthy eating

Materials and technologies specialisations

- Characteristics, properties and safe practice of a range of materials, systems, tools and equipment; and evaluate the impact of their use

Processes and production skills

Creating solutions by:

Investigating and defining

- Define a problem, and a set of sequenced steps, with users making decisions to create a solution for a given task
- Identify available resources

Designing

- Design, modify, follow and represent both diagrammatically, and in written text, alternative solutions using a range of techniques, appropriate technical terms and technology

Producing and implementing

- Select, and apply, safe procedures when using a variety of components and equipment to make solutions

Evaluating

- Develop collaborative criteria to evaluate and justify design processes and solutions

Collaborating and managing

- Work independently, or collaboratively when required, considering resources and safety, to plan, develop and communicate ideas and information for solutions

Digital Technologies

Year level description

In Year 6, students further develop understanding and skills in computational thinking such as identifying similarities in different problems and describing smaller components of complex systems. They will have opportunities to create a range of solutions, such as quizzes and interactive stories and animations that involves more than one branching solution (choice of options).

Students consolidate their understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data, and begin to explain the concept of data states in digital systems and how data are transferred between systems.

Students learn to further develop abstractions by identifying common elements across similar problems and systems and make connections between models and the real-world systems they represent.

When creating solutions, students further refine their skills to identify and use appropriate data and requirements. They increase the sophistication of their algorithms by identifying repetition. They learn to incorporate repeat instructions or structures when implementing their solutions through visual programming environments, such as reading user input until an answer is guessed correctly in a quiz.

Students critique design solutions and examine the sustainability of their own, and existing, information systems.

Students develop strategies to communicate information and ideas using agreed social, ethical and technical protocols, taking into account the safety aspects of working in digital environments.

Content descriptions

Knowledge and Understanding

Digital systems

- Digital systems have components with basic functions and interactions that may be connected together to form networks which transmit different types of data

Representation of data

- Whole numbers are used to represent data in a digital system

Processes and production skills

Collecting, managing and analysing data

- Collect, sort, interpret and visually present different types of data using software to manipulate data for a range of purposes

Digital Implementation

- Design, modify, follow and represent both diagrammatically, and in written text, simple algorithms (sequence of steps) involving branching (decisions) and iteration (repetition)
- Implement and use simple visual programming environments that include branching (decisions), iteration (repetition) and user input
- Manage the creation and communication of information, including online collaborative projects, using agreed social, ethical and technical protocols

Creating digital solutions by:

Investigating and defining

- Define a problem, and a set of sequenced steps, with users making decisions to create a solution for a given task
- Identify available resources

Designing

- Design, modify, follow and represent both diagrammatically, and in written text, alternative solutions using a range of techniques, appropriate technical terms and technology

Producing and implementing

- Select, and apply, safe procedures when using a variety of components and equipment to make solutions

Evaluating

- Develop collaborative criteria to evaluate and justify design processes and solutions

Collaborating and managing

- Work independently, or collaboratively when required, considering resources, to plan, develop and communicate ideas and information for solutions

The Arts

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 6. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

Dance

Year level description

In Year 6, students continue to choreograph dance, exploring character and mood, using and integrating a selection of the elements of dance (body, energy, space and time) and choreographic devices.

There is a continued focus on safe dance practices as students use increasingly complex combinations of fundamental movement skills that further develop their body awareness, coordination, control, balance, strength, accuracy and clarity of movement.

Students continue to use rehearsal processes to improve their dance performance. They are given opportunities to present dance using performance skills.

In making and responding to dance, students consider the elements of dance (body, energy, space and time), choreographic devices and design concepts, and provide explanations of their use in dance. They also consider factors that have influenced dance in particular cultures and times.

Content descriptions

Making

Ideas

- Exploration and improvisation and experimentation of movement ideas to choreograph dance that explores character/mood and communicates meaning

Skills

- Selection and integration of the (4) elements of dance (BEST):
  - Body:
    - body parts (gestures)
    - body actions (arm and leg gestures that lead toward, away from and around own)
    - body zones (front, back, sideways, cross-lateral)
    - body bases (feet, knees, hands, buttocks)
  - Energy:
    - controlling and combining different movement qualities (sharp to soft, floppy to stiff, smooth to jagged)
    - force (strong to gentle)
    - weight (heavy, light)
    - flow (connection of movements, tight and contained or freely moving)

  - Space:
    - levels (medium, low, high, moving between levels)
    - direction (forward and backward, diagonal, circular)
    - group formations (small or large groups of dancers in lines, circles, diagonals, clusters, squares) throughout the space
    - personal space and general space
    - positive and negative space
    - dimensions (big, small, narrow, wide)
    - shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry, angular to curved, centred, off-centre, complementary contrasting)
    - pathways (in the air with the arms, under, over, on the floor)
  - Time:
    - tempo (fast, slow, slowing down, speeding up)
    - rhythm (regular, irregular)
    - stillness (pausing, freezing, holding a shape then continuing dance sequence)
    - duration (long, short movements)
    - acceleration/deceleration
    - accent (emphasis placed on a movement)

  to choreograph dance
- Use of the choreographic devices of repetition, contrast unison and canon when choreographing group dance
- Combinations of increasingly complex fundamental movement skills, incorporating directional and spatial changes that develop body awareness, coordination, control, balance, strength, and accuracy
- Safe dance practices, including knowing their own body capabilities when participating in dance lessons or rehearsals

Performance

- Rehearsal processes (applying feedback) to improve dance performance
- Performance skills (including using focus, clarity of movement and facial expressions) to reflect character/mood and acknowledging the audience when presenting dance

Responding

- Factors that influence dance in particular cultures, times and contexts
- Responses that explain how the elements of dance, choreographic devices and design concepts (lighting, costumes, props, sets) are used to communicate meaning in dance, using dance terminology

Drama

Year level description

In Year 6, students refine and experiment with the elements of drama and selected drama forms and styles, considering how feedback can be used to enhance improvised, devised and scripted drama. Students are introduced to script formatting and conventions.

Students experience drama as performers and audience members. They develop their performance skills to establish connections and build trust with the audience.

As they make and respond to drama, students explore how dramatic narratives and mood communicate meaning. They examine the factors that influence drama in different cultures, times and contexts.

Content description

Making

Ideas

- Dramatic action (the driving force and forward motion of drama to create dramatic meaning) driven by narrative structure and dramatic tension

Skills

- Experimentation and refinement of ten (10) elements of drama:
  - voice (loud, soft, varying loud and soft; pitch variation; pace; volume; clarity; projection)
  - movement (facial expressions and gestures to create belief in character and situation)
  - role (taking on the point of view of a fictional character; listening and responding in role; adopting a role and maintaining focus)
  - situation (establishing and sustaining a fictional setting)
  - space (establishing a clear setting)
  - character (communicating character traits; developing relationships between characters)
  - time (sense of time to create belief in drama)
  - tension (factors that contribute to suspense in stories; tension in characters' relationships)
  - mood (describes the feelings and attitudes, often combined of the roles and characters involved in dramatic action)
  - relationships (how relationships influence character development)

  when creating improvised, devised or scripted drama
- Script formatting and conventions, including planning and documentation
- Improvisation skills (finding a resolution and signalling a conclusion) to enhance drama

Performance

- Rehearsal processes (the consideration of feedback) to improve drama performances to engage an audience